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ABSTRACT

This proposal suggests that a teaching-learning model properly structured within a methods context could become a significant factor in helping preservice teachers learn how to teach. The premise upon which the proposed model is based is that it is within the methods context that performance-based teacher education finds its fullest merit. The major point of the model is to draw upon the student's educational and personal experiences and to provide a frame of reference, both theoretical and experiential, so that the student can then apply the same ideas to a classroom situation. The model details seven steps for the students: (1) Experience activities and/or materials at a personal level; (2) React to these via affective/cognitive techniques; (3) Identify attendant learnings and processes; (4) Apply the first three steps to a classroom situation; (5) Evaluate responses to criteria in step 4; (6) Decide to move ahead or re-do application; and (7) Integrate expectations in final project and/or next activity. An example of the functioning of such a model is presented in the proposal. (JD)

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A CBTE TEACHING-LEARNING MODEL THROUGH A METHODS CONTEXT

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A CBTE TEACHING-LEARNING MODEL

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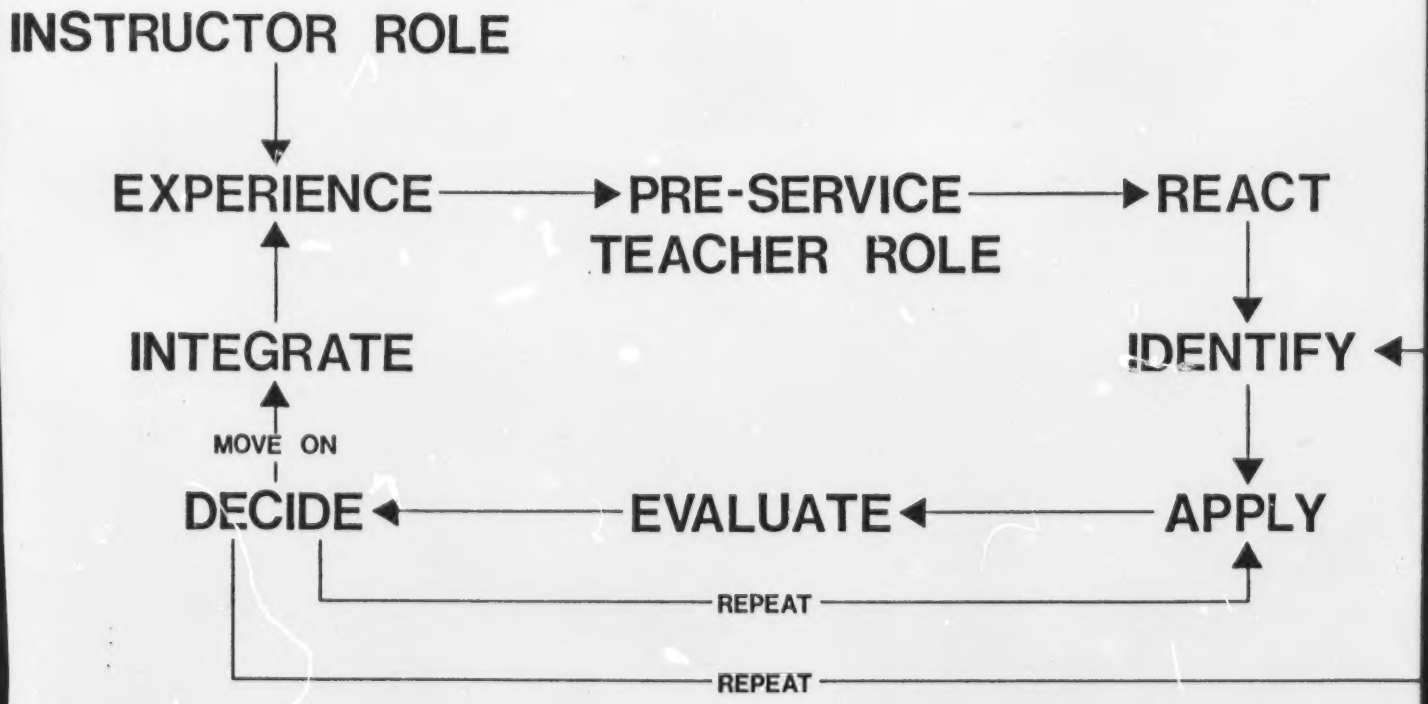

RATIONALE FOR
DEVELOPING A CBTE TEACHING-LEARNING MODEL
THROUGH A METHODS CONTEXT

With the recent promotion of Competency Based Teacher Education, there has been an increased emphasis on improving several aspects of teacher development programs. One of these aspects is concerned with meeting the needs of pre-service teachers. Among those needs most frequently mentioned by professional educators are: the need for developing individualized programs; the need for providing earlier and more frequent field experiences; and the need for designing meaningful methods experiences. By seeing to these needs, educators expect to enable pre-service teachers to develop competencies that provide some confidence in dealing with materials and strategies so that children can be engaged in a meaningful learning process; and to enable the pre-service teacher to provide some concrete evidence that the child benefited from the whole process--regardless of whether it involved psycho-motor, affective, or cognitive objectives. This statement is not very different from other viewpoints that teacher educators have come to grips with over the past several decades. In one form or another, we have been through it all before; the can of worms remains as entangled and wiggly as ever--only the label has been changed to suit the case of the moment.

The case in point (to this writer) is and always has been: How do you teach a teacher to teach? Research, philosophy, and lectures on the qualities of a good teacher are available for those who want to read them. It seems logical to be interested in identifying what is good after it has already been recognized as good. There are also those

who believe that a good teacher is born, not made. (Fortunately, those teachers are few and far between or there would be no need for all the teacher educators that are currently employed.) The major issue, however, remains the same. What do you do when the young men and women who come to you are not "born teachers", but expect you to show them the how, the what, and the why of teaching. Does the push for implementation of CBTE hold the answer to the know how of materials and methods?

There is no question that there is great merit in utilizing an individualized program of CBTE drawing upon computers, programmed modules, or contracts. This learning approach can serve a distinct role in reinforcing concepts that may be quickly learned by a student in areas such as testing, measurements, evaluation and psychology. It is also a viable assumption that the increase in field experiences could be a most significant learning process for the pre-service teacher. A student can learn a great deal from seeing how it's done by a working professional in the field, and how or what it's like aside from the text book version of learning theories. Some questions arise, however, with both of these approaches. How can the computer program help the student deal with the practical application of learning within the context of the actual classroom? Is a machine a substitute for reality? And then, once in the classroom, who checks up on the practical end of the experience? If there are "master teachers" around, how do we identify them? What if a student doesn't get a "master teacher," but one who is just struggling along with the system? What if a student is "tracked" onto methods or strategies or materials that aren't exactly paying educational dividends for children? Then, too, the "master teacher" may not possess the competencies that the pre-service teacher has been acquiring, or may not

be able to move a new teacher from orientation to professional level. To further compound the difficulty, present day contracts, unions, and public antagonism towards costs of educating our children make the prospects of influencing choices of teachers for field experiences less likely each year. Already, education departments are finding that placing students into the earlier field experiences is a complex political ballgame.

This brings up the third aspect mentioned: meaningful methods. Methods have long been the center of a great debate among pre-service, in-service, and professors of education. Of what value are methods? Wherever teachers gather, the much malligned methods courses take a beating. "A waste of time!" (whether deserved or not), is a frequent comment. And yet, it is the premise of this writer that it is within the methods context that CBTE finds its fullest merit. It is here that all the individualized programs and field experiences can be interpreted in such a way as to give the pre-service phase of teacher development more significance. The question may be posed as to why this has not been happening right along. There may be methods courses in different contexts that have been successful in providing the impetus for a concrete application to teacher development. But most student criticism mentions "too much theory and not enough know how" or "too much text and not enough transfer." Combined with a lack of effective cooperation between Departments of Research, Psychology, and the Methods Instructors themselves, the validity of developing teachers using methods programs has been weakened. Consequently, we have come to rely more upon the authority of the "field experience" and less upon our own home base of operations for teacher development programs.

In some instances the blame is accurately fixed. The system of departmentalized specialities has in a way lessened our influence. Curriculum has been developed in absentia from the classroom in which it was to be used; supervision of student teachers has been conducted by those who do not even know the students from an undergraduate developmental standpoint; they often do not meet them until the practicum is underway and are frequently overloaded by numbers so that there is little opportunity to work weekly with a student who may need it; methods courses may often be taught by armchair pedants who have not been within miles of the classroom since undergraduate days. Add to this situation, the fact that there are some College and University Teacher Education Departments that do not want to change the status quo because it means changing themselves; they literally perpetuate themselves and the problems emanating from their rigid views.

If we are to go with CBTE, we must not only deal with programs and field projects but we must also re-energize the concept of the methods approach. The present model suggested by this writer is an attempt to help this happen. It focuses on one of the most important factors in the development of a perspective teacher: the integration of his whole learning experience. The Methods class should take the perceptions of the student involving experience that have occurred through psychology, through testing and measurements, through field data, through liberal arts or whatever content the student has completed, and through the student's countless hours of observing teachers interacting with children and make these experiences developmental ones by helping him apply that learning to the context of the classroom before student teaching. It is this application that should make methods meaningful and concretely

viable. The methods classroom can become not only the scene of making CBTE work, but can at the same time return the leadership of teacher programs to the hands of educators concerned with the professional development of teachers. It can also help move us away from focusing entirely on the political arena of school boards and unions. In effect, this might bring a balance to all those concerned with a particular view (both selfish and altruistic) and more equitably represent the interests of the child.

Solidifying CBTE within the methods context can be more effective for pre-service teachers, for when it is given within the student's home base, he can feel most comfortable and ready to risk applying the skills and ideas and attitudes that have been fermenting and formulating. It is here, too, that Methods Instructors along with Professors of Psychology, Research, and other areas involved in teaching research should be able to provide the innovative and imaginative insight into what is going on. This is where all instructors (regardless of rank) should be involved in varied field experiences and interactions with all related departments--ready to tap resources for demos, lectures, panels, debates for the methods classes--moving students in and out of field experiences--isolating and discussing live master teacher performances or video tapes for the factors of excellent, average or mediocre qualities--allowing students to apply their own perceptions to what they identify as practical or special or discard as out of step with their philosophy. This is where the students should have a chance to challenge their imagination, creativity, critical thinking; make judgments on what could be possible but is not practical; risk standing up to the judgment of their peers; develop their style and personality; and perhaps discover under it all what they

really bring to the situation that is uniquely their own, and how that contribution could be meaningful to the children who will be taught. This is where the students learn that what may be recommended in the methods experience may not be workable in certain situations, and that they may have to change and alter and think afresh each approach for every class they may teach. It is here that the future begins to take shape for the classroom of the present.

The preceding statements comprise the rationale that is the basis for the accompanying model that this writer has developed for a CBTE teaching-learning pre-service methods course. This model is the result of a period of several years of experimentation in the area of teaching methods in the social sciences: K through 12. (The model has also proved applicable in the area of Music Methods as well during the last year.) Hopefully, such a format may prove at the least helpful to others who may be attempting to find a way in which competencies may be integrated with the entire process of teacher education rather than fragmented over four years. The model provides a structure that has been successful for the writer, yet it still leaves room for individual ideas, style, and alternative approaches of varied instructors. At any point in the model, the instructor may choose to skip a phase, reverse the sequence or embellish a situation. The major point of the model is to draw upon the student experiences both educational and personal and provide a frame of reference--both experiential and theoretical, so that the student can then apply the same ideas to a classroom situation--appropriate to grade and grouping, and adequate in content foundation. As Bruner pointed out in The Process of Education:

> The first object of any act of learning over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily . . . by specific applicability to tasks that are highly similar . . . and by . . . rendering later performance more efficient through . . . the transfer of principles and attitudes . . . it consists of learning initially a general idea which can then be used as a basis for recognizing subsequent problems as special cases of the idea originally mastered. This type of transfer is at the heart of the educational process. (New York: Random Press, 1960)

It is the intent of the writer to try to open up a way for methods instructors to begin examining the process of teacher development within the renovation of "the methods" context. Perhaps, with this kind of model as a starting point, other strategies can begin to come from or to the attention of those who see CBTE not as an end, but as a first step in better ways of "Teaching Teachers How To Teach."

STEPS IN THE
CBTE TEACHING-LEARNING MODEL
THROUGH THE METHODS CONTEXT

STEP I

The student is asked to participate in a learning activity which requires that he examine and identify himself and his knowledge in relation to the experience as it is presented. The learning activity may involve materials or interactions, but it is geared to the personal response of the student at his own level.

STEP II

The student is engaged in an exploration or reaction to the materials and experiences of Step I via research, intuition, life experience, meaningfulness, emotional response, creativity, imagination, critical thinking processes.

STEP III

The student is asked to identify all of the possible learnings attendant to the activities of Steps I and II. These may touch upon emotional, physical, sensory, cognitive, affective, theoretical, psycho-motor, etc. The student then restates such learning according to possible goals, materials utilized, motivational impetus, and strategies employed.

STEP IV

The student is then asked to apply this activity or a similar one to a variety of grade levels or within different kinds of settings or groups of learners. He must detail the need to alter or accommodate goals, materials, procedures, and evaluation according to learner needs.

STEP V

The student is initially evaluated by the instructor according to criteria established for a particular project. The criteria may involve the level of participation in the original activity, subsequent response, and ability to provide alternative activities or an application of the concepts. As the student proceeds through the course, one of the expectations is that he will grow in ability to evaluate himself in conference with instructor, through his own perceptions, or in respect to peer responses. At some point this skill becomes cumulative, and the student selects the criteria for evaluating performances of both himself, peers, and subsequently the project as applied to a classroom setting.

STEP VI

The student in joint conference with the instructor decides to move ahead on independent projects involving advanced applications of

the competencies, the next class project, or to re-do the activity application phase until a beginning level competency is secured. It is possible to be simultaneously involved in several levels of competencies or projects.

STEP VII

The student completes a follow-up activity, project, or the final major "Teaching Unit." Each of these may integrate some/most/all of the involved competencies according to the needs of student and nature of the project.

NOTE:

Steps VI and VII may be optional according to the needs of class, student, or the nature of the experience.

IDENTIFYING AND DEFINING THE INSTRUCTOR ROLE IN THE TEACHING-LEARNING MODEL

The instructor in this methods model should:

1. Provide materials, experiences, strategies specifically related to the methods, techniques, content of the discipline and/or inter-disciplinary area(s) to be explored.

2. Identify (through team or consultation with content or departmental personnel or as an expert in the area) the vital competencies designated as related or necessary to the methodology of the discipline.

3. Implement such activities or materials or strategies as necessary to accomplish the specifically methods related competencies.

4. Institute an evaluative process (formative and summative) providing an opportunity for each student to identify particular strengths or weaknesses within the competencies and eliminate or capitalize on them as necessary. Evaluation processes should develop on a continuum that is objective, subjective, and cooperative.

5. Provide, where appropriate, a concrete list of competencies to be accomplished by the student, and the system of implementation.

6. Provide a role-model of the same competencies where appropriate. (Should utilize both self and guest demos or other examples.)

IDENTIFYING AND DEFINING THE STUDENT PRE-SERVICE ROLE IN THE TEACHING-LEARNING MODEL

The pre-service teacher should be able to integrate the following expectations in the social science model. The student should be able to:

1. Identify the unique qualities of his own self--his weaknesses and strengths and measure some areas of change or growth during the course.
2. Establish goals (general and specific) for himself.
3. Relate a philosophy to a curriculum describing the political, social and economic factors involved.
4. Identify the understandings, attitudes, and skills related to a learning idea.
5. Clarify the steps in planning a unit.
6. Develop a unit plan.
7. Develop a lesson plan with its component parts, stressing coherence and motivational follow through.
8. Evaluate his own competence in lesson planning.
9. Develop skill in asking open ended questions.
10. Draw upon his own experience and resources--imaginative, creative, intellectual, social, emotional, and critical in fulfilling assignments.
11. Provide examples of critical thinking ability.
12. Clarify his own value system.
13. Accept or reject or demand validation of opinions, facts, processes.
14. Become or grow more open to the values of a diverse cultural society.
15. Develop a willingness to share some aspect of his unique life or style.
16. Provide evidence of a variety of techniques and skills in the use of media.
17. Use and expand his use of vocabulary related to the discipline in a correct context.
18. Apply the experiences or a varied format of the experience presented on a selected grade level.

 The above competencies are excerpted from a longer list established in the sylla

PROJECT EXAMPLE: THE CRAB NEBULAE

IDENTIFYING TEACHER-LEARNER ROLES IN AN APPLICATION OF THE CBTE METHODS CONTEXT MODEL

The Learner Role in This Model Involves:	Step #	The Instructor Role in This Model Involves:
Experiencing materials and activities involving a proposed trip to the Crab Nebulae in a distant part of the Galaxy. Organizing groups and Leadership Taking the steps for developing project.	I	Providing motivation of competing for funds: OEO. Structuring steps in applying for funds through hidden Unit Plan Agenda. Helping groups to organize. Defining task orientation. Listing steps in order of expectation of completion.
Reacting to the experience via affective and cognitive techniques. Planning trip: Rationale, philosophy, needed materials; structure for going; response to resistant population. Identifying Achronym of Group (visual/verbal). Being task-oriented. Working under a time constraint on Panel. Defending the value system of group and/or self.	II	Completing a sociogram of group in process. Facilitating group task orientation where needed. Playing devil's advocate by injecting values/defensive mechanism into activity. Structuring panel discussion with leaders. Forcing values clarification/defense of ideals. Making student think on feet. Facilitating interaction of group.
Identifying attendant learning by discussion or analysis of the following questions: What did you learn during experience? What processes did you experience? How did you need to accommodate? Why did you learn what you did? What was the role of the instructor? What was the role of the leader? What happened during the panel? Do you think Instructor had a lesson plan? What educational techniques can you detail? (etc.)	III	Facilitating analysis of experience via questions. Exploring the unknown entity. Critical thinking/discovery learning. Group interaction/dynamic skills/sociograms. Developing a lesson plan/motivating. Developing the mini unit plan-setting goals. Structuring for creativity/imagination. Inquiry learning/open-ended projects. Panels and value judgments. A philosophy of structuring for futurism. Practicing TOYF and defending your views.
Applying first three steps, an idea similar, or using the idea as a springboard to other ideas. Analyzing and discussing follow-up materials. Brainstorming adaptation of ideas. Questioning the mini-unit plan. Discussing personal values explored. Structuring for a similar experience at varied grade levels.	IV	Providing follow-up materials. Teacher plan, mini unit plan and lesson. Critical thinking models and theories. Philosophical implications of classroom as an unknown entity. Why futurism related to the decision making process.
Responding to questionnaire involving the organization of groups. Structuring open-ended questions based on next assignment. Creating imaginative projects.	V	Tabulating questionnaires. Structuring question period related to visual inquiry system. Following up-group/personal unit problem identification in Environmental/problem solving.

POST-SCRIPT ON THIS EXPERIENCE AND THE INTEGRATION INTO THE NEXT ACTIVITY

Steps VI and VII are automatically passed by all students on this project unless there is an indication to the instructor of some interpersonal problem evidenced within the group experience or interpretation of the materials. It is assumed that this activity although teaching specific kinds of skills and ideas has only served to facilitate the introduction of major processes involving Unit Development and Lesson Planning techniques. The next project integrates these as well as introducing new ones. It is within the integration sequence that a more definite estimation can be made of an individual's particular growing competencies. The questionnaire treats some basic competencies on a subjective-evaluation level. The instructor objectively provides an analysis of the group process through the sociogram and group anslysis handouts. Peers estimate the extent to which they felt a sense of cooperation or facilitation among themselves.

The next project involves designing learning centers using the theme of Environmental Problem Solving. Students must structure the activity by setting up their own groups; using an inquiry approach; and defining criteria for evaluating the learning center, bulletin boards, group processes, etc. In addition, the groups must attend to the unit concepts by answering questions concerning the development of the project within a unit framework. This is done on a group basis in written form. The group must also turn in an evaluation on peer centers incorporating the assigned/designated criteria.

The following is a brief indication of the competencies and/or expectations out of the Crab-Nebulae activity which is followed by a partial listing of integration and/or new ideas in the Environmental Problem Solving experience.

The student should be able to:

Define sociogram, task orientation, Teaching Unit, the parts of a Lesson Plan, Steps in Unit Plans, achronym, Flanders Interaction Analysis.
Identify futurism as a technique in teaching decision making and critical thinking.
Identify the schemas of Dewey, Bruner, Beyer, Bloom in models of critical thinking/problem solving.
Define the classroom situation in relation to the concept of the unknown entity.
Explore the dynamics of group processes at a beginning level and identify the various dynamics involved.
Brainstorm for creativity and imagination in cognitive structures.
Defend an ideal against attack; explore value system of self and others; value own unique perceptions.
Practice TOYF (think on your feet).
Organize a group activity (working or discussion).
Facilitate leadership and follower roles and evaluate levels of participation including instructor's.
Integrate the above and add the following:
- Design a learning center.
- Establish criteria for evaluating same.
- Establish learning through bulletin boards.
- Evaluate the aesthetic involvement of materials and media to the senses.
- Define sensory overload.
- Summarize the management skills needed in the first two projects.
- Write out the steps in concrete form for developing this into a teaching unit.
- Indicate the motivational device, system of implementation, and concluding activities.
- Establish criteria and turn in a written evaluation of each team presentation based on all class projects to this point.
- Value the unique ideas of others.

SOME THOUGHTS ON THE "TRANSFER OF LEARNING" OUT OF THE CRAB NEBULAE

There are many unknown factors for which we consciously plan when we design a unit . . . there are many factors which are unknown at the time of planning . . . every classroom is in essence, when we plan . . . the unknown entity. No matter how well we are prepared in content, there are many times when the unknown will interfere with our plans. What do we do when we meet social and economic or cultural backgrounds totally foreign to our attitudes? What if our values are unacceptable to another group? What do you do when you meet with resistance to your goals or ideas? How will cultural groupings of children react to traditional academic topics? Can we ask the child to study comparative systems without first studying ourselves?

Challenged in this way, how will you face the unknown that appears in the classroom? Can you rely on yourself in facing the new classroom, or must you cling to the manual or curriculum guide? Can you search for the answers within yourself and not in a textbook; then, could you help children to search in themselves for the attitudes of values they need to prepare them for critical thinking, evaluative decisions, and citizenship in a democracy?

The crab nebulae was basically an exercise in facing the unknown entity. Because it was totally open ended, it could also teach, and include many other facets for the processes needed to teach children about the same situation. Preparing children to meet the unknown can be done in a very open-ended approach. You can include problem solving for the environment, decision making without traditional establishment values, decision making to reveal the extent of establishment cultural attitudes, social interaction on an uninhibited basis and the new searching for solutions to problems that might be present in the unknown entity of tomorrow. Some students may react violently to having the unknown entity presented; it is much safer to be secure in the known assignment or the time limit on projects. It is easier not to be challenged to think critically or to search for answers within yourself. Why should teachers bother to encourage inquiry into solutions of old problems and the unknown entities of tomorrow? Why must children be challenged to face the unknown? Why must a student learn to draw upon his own creativity and imagination in dealing with decisions?

All creative minds through the centuries have faced the unknown; man progresses and great ideas occur when there are strong reactions and challenges to the unknown. The following ideas are ways of thinking about using the challenges of the unknown on varied grade levels. Whether or not you use the strategy of the crab nebulae is not as important as the way in which you organize the idea or unit; detail the question; or provide opportunity for imagination, creativity, and critical thinking in an open-ended fashion. The process is as important as the product! Use ingenuity to encourage ingenuity. Content comes in other courses. Here, we play with presentation, organization, and teaching skills in incorporating content.

1. Study a Japanese family of present; medieval family of past; nebulae of future.
2. Compare your family to those in number 1 or to other life-styles. Would you change?
3. Analyze the past men who approached a crab nebulae, i.e., Columbus, Lewis/Clark.
4. Structure a nebulae lesson on the first, second, third moon landing.
5. Project the planned trip to Mars in a study based on the nebulae
6. Prepare tiny tots for their first concert.
7. Develop a unit for consumer education for children concerning commercials, ads, prizes on cereal boxes, developing decision making.
8. Set up a supermarket as part of an economy unit; put it in Russia.
9. Teach barter, trade, selling goods, ideas, attitudes, values, information.
10. Set up trade in foreign market place; use money exchange.
11. Teach the Metric system as part of a foreign planet system.
12. Pilgrims/Indians; Missionaries; China; America/Vietnam; Africa/British; Water/Pollution; Moon/Bacteria. Do they resemble the Nebulae?
13. Plan a trip, party or visit to or for blind or deaf or retarded.

Organize a "Buzz" session on one of the above. Try brainstorming some other ideas that might work.

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SEARCHING FOR THE UNKNOWN ENTITY: A FUTURISM EXPERIENCE

INSTRUCTOR ROLE: I am the representative of OEO (Office of Economic Opportunity). I have 100,000,000 dollars to give to the most deserving group. This money is to be used to finance a trip to the distant Crab Nebulae. You must prove to me that your group is superior in all aspects in the use, and planned development involving the money.

CLASS ROLE: You will be organized into competing teams. Your job is to win the opportunity to use the funds to make the proposed journey. Your group must fulfill the following requirements in order to qualify for consideration of the funds:

1. Identify your group according to its purposes, philosophy, make-up, membership. Choose a leader by some system.
2. Select a name that will form an interesting achronym and represent the basic philosophy and intent of the group.
3. Be ready to defend your purposes and attitudes according to the group ideology.
4. Identify the unknown entity that comprises the population/inhabitants/other organisms of the crab nebulae. Do not be limited to what you know; allow your imaginations or creative spirits to leap beyond our present reality.
5. Describe this entity verbally or through visual means. Be ready to answer questions as to how you established/intend to establish any level of communication. Describe the level of reasoning, physiological, economic, or other status if you wish.
6. Decide what you have that is worth offering in exchange for your presence.
7. Be able to answer the following questions:
   What will you do with the money in relation to going to Crab Nebulae?
   Why is your trip of value to others? (If it is!)
   What will you need to take along with you? Why?
   How will you get there? What system of organization do you intend to use?
   What if you are not welcomed there? What steps will you take?
   What if they resist all your advances? What strategies will you employ?
8. When time is called for the activity, have your leader ready to defend your request for the funds by way of a panel discussion.

NOTE: To all leaders and team members;
All team members should be ready and willing to speak during the panel discussion and ask questions of competing teams.

Keep your team moving by being task oriented.
Identify the population of Crab Nebulae
Identify the goals (include philosophy, intent, etc.)
Decide upon strategies and counter-strategies for achieving goals
Elaborate on materials, resources needed
Evaluate your right to the funds by defending your goals

THERE ARE NO LIMITS SET UPON THIS PROJECT - GO A LITTLE WILD WITH IDEAS.

DEALING WITH THE UNKNOWN ENTITY--FACT OR FICTION

A Way of Introducing the Process of Inquiry in Social Studies Methods for Teachers and of Setting Up a Mini Unit Plan

Identify the Population: Social Studies Methods Class

Identify the Goals:

1. Stimulate imagination and creative ingenuity within the student without any facts, data, or previous mental sets interfering.
2. Rely on student searching within himself based on past experience for the solution to a "strange new problem statement."
3. Allow exploration of an idea that is totally open ended.
4. Create situation in which critical thinking and evaluation can proceed.
5. Offer practice in group discussion, personal interaction, group cohesion, challenge and rebuttal.
6. Give opportunity to plan a mini unit concept without restrictions.
7. Outline and incorporate the steps of unit organization on a mini level.
8. Develop a system of group leadership and task orientation to do a job.
9. Introduce concepts, attitudes, value judgments, establishment traditions in any project involving teaching.
10. Demonstrate incorporation of panel discussion into project.
11. Give practice in expression of an opinion, rejection of ideas.
12. Discuss Crab Nebulae as a strategy that is open ended but could be a way to encourage the process of inquiry.
13. Practice evaluative judgment and insight on the spot.

What Topic Will Achieve the Goal: The Crab Nebulae Project

What Materials and Resources are Needed: Student imagination, creativity and follow up summary materials

What Activities and Strategies will Accomplish the Goals:

1. Design the Crab Nebulae according to directions.
2. Set up group interactions with a team leader.
3. List requirements of Unit Planning procedures on board.
4. Incorporate the qualities of problem solving and value concepts:
   a. political, social, economic systems are different than ours
   b. convince moderator your goals are worthwhile
   c. how do you handle a resistent population
   d. identify an unknown population
   e. defend an ideal against attack
   f. how are judgments formulated in class
   g. do you hear what someone really is saying

Evaluate the Results: Tabulate class comments

Generalization: Can a social studies class find a way to a happy synthesis of a problem out of this world so that they may deal comfortably with the unknown in the classroom????

Remember: An idea is just a springboard to another idea . . . .

Could you transfer this idea to another grade level and another area of inquiry?

Does this stimulate your imagination to try other open ended approaches?

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At the conclusion of the "Crab Nebulae" project in Social Studies Methods . . . . How would you rate yourself on the following tasks?

At this level in social studies methods, I could go into student teaching to do the following with (fill in appropriate letter for each statement) A) Some Confidence B) No Confidence
C) Great Confidence

_____1. Organize a group or team with children.
_____2. Help children to organize a team or group.
_____3. Set up a panel discussion.
_____4. Set up and supervise a buzz session.
_____5. Play moderator.
_____6. Help develop discussion with open-ended questions.
_____7. Take an idea and use it for a springboard to another idea.
_____8. Re-think an idea on a different grade level.
_____9. List the steps in planning a unit.
_____10. Establish goals for a unit.
_____11. Spot lack of interaction or cooperation or work scapegoating in a group.
_____12. Challenge children (in some way) to think critically.
_____13. Help children find a way to evaluate in decision making.
_____14. Observe what is going on objectively.
_____15. Create a sociogram.
_____16. Accept comment or suggestion openly . . . give it tactfully.
_____17. Assume a leadership role.
_____18. Assume a follower role.
_____19. Participate in a project willingly even if not happily.
_____20. Express some judgment about scholastic materials.
_____21. Keep an open mind about the values and attitudes of others.
_____22. Defend a request for money for a special project.
_____23. Feel free to express value judgments without forcing others to accept them.
_____24. Defend the right of children to discover their own values.
_____25. Help children learn to value their attitudes and respect those of others.
_____26. Keep an open mind on what you feel you should be learning.
_____27. Understand some of the functions of groups.
_____28. Work with other teachers in a group.
_____29. Avoid group interaction problems.
_____30. Help the group to function.
_____31. Pull my share of the weight on a team.
_____32. Respond to the request to develop a unit with less apprehension.
_____33. Understand the nature of the process of inquiry.
_____34. Could set up any of the challenges, ideas, or statements listed below based on the Crab Nebulae mini unit.

Selling lemonade and cookies at PTA using primary children.
Exploring with a time machine.
Charting an unknown region; creating a secret garden.
Figuring out how right science fiction has been until now and might be later: Buck Rogers was a man of the past! Twenty Thousand Leagues Under the Sea was a scientific investigation of known factors!
Thomas Edison was really crazy as well as deaf! The Man from Uncle is nobody's relative!
Orville Wright was really a bum who stole an idea from Michaelangelo.
What are men hoping they will discover at the top of Mount Everest?
I read an interview with the Abominable Snowman! My parents have recently returned from a trip to Shangri-la!
Saturday morning cartoons are bad for your eyes.

Are these open-ended ideas or statements?

Please do not sign this questionnaire. It is to help the instructor evaluate the effectiveness of the course this far, and to help you identify the areas in which you may need to develop more skill or understanding.

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